ED 328 128 HE 024 173

AUTHOR Rodriguez, Yvonne
TITLE Collaborative Model for Minority Recruitment and Retention via the Creation of the Future Professionals of the 21st Century Club.
INSTITUTION Glassboro State Coll., N.J.
SPONS AGENCY New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE 5 Jan 89
NOTE 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 024 163-176.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Aspiration; Academic Persistence; Bilingual Education; Blacks; Black Students; *Clubs; *College Bound Students; College Preparation; *College School Cooperation; Cooperative Programs; Demonstration Programs; *Disadvantaged Youth; Higher Education; High Schools; Hispanic Americans; Interpersonal Competence; *Minority Groups; Multicultural Education; Self Esteem; Student Recruitment
IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; Camden Public Schools NJ; Glassboro State College NJ

ABSTRACT

This collaborative project between Camden Public School District and Glassboro State College in Camden, New Jersey, sought to plan, develop, implement, and evaluate a program to enhance self-esteem, academic achievement, and college entrance of economically disadvantaged minority urban youth (Black and Hispanic). Special emphasis was given to the social skills needed to compete in academia. Innovative aspects of the program included: (1) bilingual delivery (in Spanish and English); (2) meetings with participants and teachers held at the high school, not the college; (3) inclusion of a multicultural gender perspective in curricular materials; (4) collaboration between public school and college; (5) creation of a student organization for minority recruitment and retention; and (6) interaction of non-traditional and minority teacher candidates as well as minority professionals who served as role models with minority group high school students. The program was evaluated positively by both students and teachers. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328128

COLLABORATIVE MODEL FOR

MINORITY RECRUITMENT AND RETENTION VIA THE CREATION OF THE FUTURE PROFESSIONALS OF THE 21ST CENTURY CLUB

Submitted by:
Yvonne Rodriguez
Curriculum and Instruction: Elementary/Early Childhood Department
School of Education and Related Professional Studies
Glassboro State College

Funding Source: New Jersey Governor's Challenge Grant
Teacher Preparation Component

Starting Date: January 5, 1989

HE 024 173

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Yvonne Rodriguez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

COLLABORATIVE MODEL FOR MINORITY RECRUITMENT AND RETENTION VIA THE CREATION OF THE FUTURE PROFESSIONALS OF THE 21ST CENTURY CLUB

The Future Professionals of the 21st Century Club at Woodrow Wilson High School was an innovative recruitment and retention effort to meet the unique needs of urban economically disadvantaged high school students of color, cultural and ethnolinguistic differences, and the physically challenged.

This collaborative project between Camden Public School District in Camden, New Jersey, and the School of Education and Related Professional Studies at Glassboro State College has focused on the creation of a student organization: The Future Professionals of the 21st Century Club. The project sought to plan, develop, and evaluate a collaborative effort to enhance self-esteem, academic achievement and college entrance of urban youth.

Special emphasis was given to the socialization that youngsters need to compete in academia. This student organization promotes equality of educational access and academic excellence through student's perspectives transformation in a Freirean sense.

The rationale for initiating the project was the recruitment and retention of minority students by providing unique motivational and informational activities aimed at the improvement of self-esteem, academic achievement and college entrance, particularly into teacher preparation. It is hypothesized that "a high achieving disadvantaged student is one who identifies with their own ethnic group while at the same time aspiring to middle class values". (So, 1987)

Specific goals included (1) the creation of an environment that stretches the students' minds and thoughts to a future orientation; (2) the provision of opportunities for poor urban youth to interact with successful minority professionals and with current G.S.C. non-traditional and minority group members enrolled in teacher education; (3) the recruitment of black and Hispanic males into the professions; (4) the encouragement of cross-cultural and interracial interaction and communication; (5) the expansion of the knowledge base that will aid in the recruitment and retention of minority students into higher education and specifically the teaching profession.

The innovative aspects of the program included: (1) the delivery was bilingual (in English and Spanish) and all written materials were available in both languages; (2) meetings with participants and teachers were held at the high school not the college; (3) an inclusion of a multicultural gender perspective in curricular materials; (4) collaboration between public school and college; (5) the creation of a student organization for minority recruitment and retention; (6) the interaction of

non-traditional and minority teacher candidates as well as minority professionals who served as role models with high school (minority group) students.

The recruitment and retention of minority students in higher education, in general, and in teacher preparation in particular, has been established as a priority of the New Jersey Chancellor and Board of Higher Education, the President of Glassboro State College and its Board of Trustees, the Glassboro State College Strategic Plan, the F.I.C.E. and Governor's Challenge Grants. Recruitment and retention has been identified as a selected topic for the Middle States Accreditation. The shortage of minority professionals, especially in education, has been documented by the Carnegie, Ford, Lilly, Phelps-Stokes, McKnight, and many other private foundations, as well as the American Council of Education, the National Education Association, and the American Federation of Teachers, just to mention a few. The research to date indicates that college faculty involvement in minority student academic success and a sense of caring have been the most crucial variables in persistence to graduation in college. (Astin, 1975, 1982; Sedlack, 1983) Participation in the club has increased student participation in class discussion and increased the number of students seeking college entrance.

Traditional higher education methods of recruitment and retention of high school minority students have failed to serve the needs of the urban poor. (Welch, Hodges, Warden, 1989). It is imperative to document the effects of an innovative program aimed at improving recruitment and retention of urban minority students for college life. (Ginsburg and Bennett, 1989). This project utilized new recruitment and retention methods which addressed the unique needs and characteristics of black and Hispanic urban youth. It was housed in their environment and conducted in their language by their people. The project utilized minority teacher candidates and faculty as well as minority professionals as leaders and role models.

The project can be easily disseminated and replicated. College faculty could be inserviced to the methods and procedures used and to the needs of their particular communities. Most Schools of Education have a history of existing collaboration with neighboring public schools and most high schools have extra curricular clubs; therefore, the basic mechanisms are in place. The key is to use these mechanisms in a new manner and for a new purpose.

This project made other important impacts on the participants and the school community.

Teachers in the building were enthusiastic and motivated to encourage college attendance when they saw the enthusiasm of the project participants. Parents were encouraged by the faithfulness of their youngsters in club attendance and club activities. A very positive relationship developed among the high school administration and faculty and the college faculty and students. This collaboration can open the door for future collaborative studies and scholarship.

INTRODUCTION

Glassboro State College has been a center for intellectual and academic development in the City of Camden, New Jersey for over a quarter of a century. The College has enjoyed an excellent educational reputation among community members. A number of important projects and educational opportunities have been made available for minority group members throughout the years. Historically, the programs have been especially designed to meet the needs of the participants. These programs have been offered on-site, facilitating community involvement. In keeping with this tradition, an innovative recruitment and retention effort has been developed to meet the unique needs of urban economically disadvantaged high school students of color, cultural and ethnolinguistic differences, and the physically challenged.

The School of Education and Related Professional Studies has been collecting data for the past several years. The findings have lead to the creation of a collective project between the Camden Public School District and the chairperson of the Minority Recruitment and Retention Committee of the School of Education and Related Professional Studies. This collaboration has been focused on the creation of student organizations visa vie the Future Professionals Club at Woodrow Wilson High School.

This project planned, developed and evaluated a collaborative effort to enhance self-esteem, academic achievement and college entrance of urban youth. Research pointing to the socially underprivileged adolescent has indicated that their environmental surroundings have less enriching experiences and less access to the more prestigious aspects of the dominant culture. (Lipset, Bendix, 1960; Hodgkinson, 1985; Valverde, 1988) Of particular importance is the degree of socialization that youngsters need to compete in academia. It is understood that one of the functions of schooling is sorting and selection. (Hurn, 1985) The Future Professionals of the 21st Century Club promoted equality of educational access and academic excellence.

This collaborative project measured the effects of Future Professional Club among minority urban poor. The project provided unique motivational and informational activities aimed at the improvement of self-esteem, academic achievement and college entrance. It was hypothesized that "a high achieving disadvantaged student is one who identifies with his/her own ethnic group while at the same time aspiring to middle class values." (So, 1987)

BACKGROUND

STATEMENT OF THE PROBLEM

Traditional higher education methods of recruitment and retention of high school minority students have failed to serve the needs of the urban poor. (Welch, Hodges, Warden, 1989) It is imperative to document the effects of an innovative program aimed to improve recruitment and retention of urban minority students for college life. (Ginsburg & Bennett, 1989)

New recruitment and retention strategies are necessary to address the unique characteristics of this population.

There is a limited number of professional role models in poor urban communities. These professionals are the teachers, physicians, accountants who usually do not reside in the neighborhood where the students live. The few professionals these students interact with are performing their duties. This limits the access of these students to visualize the rewards of professional life styles. (Thomas and Larke, 1989; Peterson, Deyhle, Watkins, 1988; Castaneda and Gray, 1974; Erikson, 1964)

PROJECT RELEVANCY

The recruitment and retention of minority students in higher education, in general, and in teacher preparation in particular, has been established as a priority of the New Jersey Chancellor and Board of Higher Education, the President of Glassboro State College and it's Board of Trustees, the Glassboro State College Strategic Plan, the F.I.C.E. and Governor's Challenge Grants. Recruitment and retention has been identified as a selected topic for the Middle States Accreditation at Glassboro State College. The shortage of minority professionals, especially in education, has been documented by the Carnegie, Ford, Lilly, Phelps-Stokes, McKnight, and many other private foundations, as well as the American Council of Education, the National Education Association, and the American Federation of Teachers, just to mention a few. The research to date indicates that college faculty involvement in minority student academic success and a sense of caring have been the most crucial variables in persistence to graduation in college. (Astin, 1975, 1982; Sedlack, 1983)

GOALS

The activities and goals of the club are clearly related to theoretical issues in minority and urban education. Some of these issues include:

1) The creation of an environment that stretches the students' minds and thoughts to a future orientation. The research has found that urban students do not receive, or are exposed to, or are expected to orient

themselves to the future. In fact, much of their activities, even in the schools, are "here and now." Learning to set goals and planning for future education and careers models the construct of future orientation. (Coleman, 1966; Thomas, Larke, 1989)

2) The provision of opportunities for poor urban youth to interact with successful minority professionals. (Thomas, Larke, 1989; Peterson, Deyhle, Watkins, 1988; Erikson, 1964)

3) Where male participation in educational endeavors is poor, the project saw an approximate even distribution of male and female participation. This is inconsistent with the research literature. This model has had success in attracting males to the club meetings and activities. The project needs to identify the successful elements for testing and duplication. (Ballentine, 1983; Duherman, 1975; Hare, 1979)

4) The development of cross-cultural and interracial interaction and communication are uncommon in poor urban settings.

5) The studies of the aspirations of minority student populations have traditionally found that students did not aspire to the same goals as did non-minority, middle class students. The project sought to have the participants identify their aspirations.

This project attempted to integrate these variables in a warm, familiar, and social setting within the minority students own high school. This project is timely and necessary.

TARGET POPULATION

This project targeted "at risk" students having the unique needs of urban economically disadvantaged high school students of color, cultural and ethnolinguistic differences, and the physically challenged.

COLLABORATIVE STAFFING

The cooperation of the school community's leadership was sought. Dr. Mary Frazier, Assistant Superintendent of Schools and Ms. Gail Brooks Williams paved the way for the field work. Dr. Mary Frazier was instrumental in presenting the project to the School Board and in seeking their approval for the Spring of 1989 and the academic year 1989-90. Ms. Gail Brooks Williams monitored the implementation of the project in Woodrow Wilson High School. She: 1) provided access to the use of school facilities; 2) facilitated the coordination with existing efforts at the school which aimed at promoting academic advancement and/or college entrance; 3) facilitated the execution of meetings, assemblies, practices, rehearsals, and parent activities.

Involvement of College Faculty and Students

The faculty and minority students within the School of Education and Related Professional Studies and G.S.C. were asked to participate in the project. Their participation was in the form of faculty presenters, advisors, and peer mentors to the public school teachers and students. The project was discussed with the Dean and members of the School's Minority Recruitment and Retention Committee and was received well. Many faculty and professional staff at Glassboro State College have demonstrated an interest in future participation.

Several G.S.C. minority student organizations expressed a willingness to participate.

K - 12 School Personnel Collaboration

The principal collaborating school personnel were: Mrs. Seneida Silva, a bilingual science teacher who translated materials and activities and paid extra attention to the bilingual, limited English speaking students and Mr. Al Falcone, a social studies teacher of the gifted and talented at Woodrow Wilson High School. The collaborating administrators were Dr. Mary Frazier, Assistant Superintendent, and Mrs. Gail Williams, Vice Principal, Woodrow Wilson High School, Camden Board of Education, Camden, New Jersey.

Woodrow Wilson High School was selected because of its urban location and high concentration of African-American and Hispanic students, as well as the tradition of excellent collaboration between Camden Public School District and Glassboro State College. This history and our well established relationship contributed to the success of the project.

REQUIREMENTS

Collaborative projects between colleges and school districts require a mutual respect and an excellent educational reputation in the community. Historically, Glassboro State College and, in particular, the School of Education and related Professional Studies have enjoyed such a relationship.

This type of project demands a high level of trust in and among the administrators, faculty, and student participants. School district personnel are needed to facilitate the college's entrance and access to the school district. Good public relations work needs to be done prior to and during the planning phase.

School/college collaboration requires each project be envisioned, designed, and implemented to meet the specific needs of the community participants. Although we had planned to conduct some meetings on campus and some in the school district, it was necessary to hold all meetings after school hours and in the high school itself because many participants worked and needed to be close to their jobs. The Future Professionals of the 21st Century was developed into a club

because the students needed a sense of belonging and community with academia. This membership enhanced self-esteem, which was a program goal. Another important facet was the delivery of the curriculum. All meetings and all written materials were bilingual (in English and Spanish) and participants were free and comfortable to utilize either or both. The most important requirement was that of dedication on the part of both school and college faculty and administration.

COST

This project was implemented at minimal cost. Three credits per semester of college released time were allocated for the project coordinator, $ 1,000.00 stipend for the collaborating public school teachers, $ 400 for travel and $ 400 for supplies. A five hundred dollar stipend was allocated for data collection and $ 1,000 for a research consultation. The full academic year's budget was well under $ 10,000.

RESULTS

This model project utilized new recruitment and retention methods which addressed the unique needs and characteristics of African-American and Hispanic urban youth. It was housed in their environment and conducted in the languages they understood by people they trusted and could relate to. This project utilized minority teacher candidates at G.S.C. and minority faculty as well as minority professionals as leaders and role models. The Future Professionals of the 21st Century Club was dedicated to the preparation and motivation of minority students for higher education and particularly for education as a profession.

Thirty-two students responded to personally designed surveys. When asked why they entered the club, 100% of the students responded. They were motivated by the desire to "gain information and skills." All students thought the project was worthwhile and some said, "I don't know why we didn't have this before." "This club is a life saver." Students remarked that they "learned a great deal." They gained a substantial amount of knowledge within a relatively short time. The participants reported that social and academic areas improved as a result of club involvement. The students as well as the teachers were particularly impressed with the skill growth in confidence and decision making.

The only discontent voiced concerned the conflict in some student schedules. As the meetings took place after school between 3 and 4 p.m., some students had athletic practice during part of the year, while others needed to leave early in order to meet work responsibilities.

This evaluation report represents an early analysis of the program and interim findings.

The goals of the project are being measured by questionnaires which are administered to the participating students, the teaching faculty and administrators at Woodrow Wilson High School, and the parents of participating students. The school

attendance, class rank, high school proficiency test scores, S.A.T. scores, race, sex, ethnicity, and socio-economic class will be assessed and compared to a matched control group at another urban high school in the district.

The project is in the process of collecting and analyzing the hard data related to the stated goals. (Questionnaires were used to collect the data.) To date, we have received many voluntary positive comments both from teachers and students in regard to the achievement of the goal. We do have evidence of attendance at club meetings, as well as written statements from students, both high school and G.S.C. teacher candidates.

CONCLUSIONS AND RECOMMENDATIONS

The Future Professionals of the 21st Century Club embarked upon an innovative minority recruitment and retention model. Traditional higher education methods of recruitment and retention of high school African-American and Hispanic students have failed to serve the needs of the urban poor. In addressing their unique needs and characteristics, the project proved to have been a success in relation to its goals. The students concluded that they not only learned new skills but felt confident enough to share these newly found skills with their friends and family members.

The project made other important impacts on the participants and the school community. Club members became more school community minded. They interacted and networked with members of other school clubs. They participated in college recruitment activities sponsored by the school and by other organizations such as Aspira, Inc., and Prime, Inc.

Teachers in the building were enthusiastic and motivated to encourage college attendance when they saw the enthusiasm of the project participants. Parents were encouraged by the faithfulness of their youngsters in club attendance and club activities. A very positive relationship developed among the high school administration and faculty and the college faculty and students. This collaboration can open the door for future collaborative studies and scholarship.

The project can be easily disseminated and replicated. College faculty could be inserviced to the methods and procedures used and to the needs of their particular communities. Most Schools of Education have a history of existing collaboration with neighboring public schools and most high schools have extra curricular clubs; therefore, the basic mechanisms are in place. The key is to use these mechanisms in a new manner and for a new purpose.

The possibility of this project continuing in the future represents an asset to the urban minority community. Through as model specifically designed for minority urban youth, students will be provided with the skills and proficiencies to enhance their self-esteem, improve their academic achievement, and to better ensure their college entrance.